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TITLE OF THESIS/*TITRE DE LA THÈSE* A Comparative Study of Value Development and Tolerance Level Between Self-Selected Modern living Educators and Non-Modern living Educators in Senior High School Home Economics in Alberta.

UNIVERSITY/*UNIVERSITÉ* Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/*GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* MSc

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1975

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THE UNIVERSITY OF ALBERTA

TWO PERSONAL QUALITIES OF HOME ECONOMICS EDUCATORS

by

MARYANNE DOHERTY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN

PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE

IN

FAMILY STUDIES

DEPARTMENT OF HOUSEHOLD ECONOMICS

EDMONTON, ALBERTA

FALL, 1975

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A Comparative Study of Value Development and Tolerance Level Between Self-Selected Modern Living Educators and Non-Modern Living Educators in Senior High School Home Economics in Alberta submitted by Maryanne Doherty in partial fulfilment of the requirements for the degree of Master of Science in Family Studies.

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Date..October 2, 1975.....

ABSTRACT

The review of the literature identified one of the most important goals of Modern Living as the development of students' value systems. It followed from the review that in order to encourage students' value development, a Modern Living educator should possess certain personal qualities. Two such qualities were identified as personal value development and tolerance. The writer had assumed that those Home Economics educators that are teaching or that have taught Modern Living in the senior high schools in the province of Alberta could be identified as being different in both value development and tolerance level from those Home Economic educators that did not volunteer to teach Modern Living.

Therefore, the purpose of this study was to learn if there were any significant measurable differences in the value development and tolerance level between self-selected Modern Living educators and non-Modern Living educators in senior high school Home Economics classes throughout the province of Alberta.

The theory of transactional analysis was chosen as the conceptual framework for explaining and interpreting certain data in this study. For example, transactional analysis postulates that each person has three ego states, Parent, Adult and Child. From these three it is the Adult state that exhibits tolerance and a rational value system. Moreover transactional analysis describes how the Adult state in an individual might be further developed. Therefore, transactional analysis while important as a framework for this study, it also has certain implications for the educator-student relationship.

Two instruments were used to measure the educators' value development and tolerance level. For the former, the Allport-Vernon-Lindzey Study of Values was employed while the Rokeach Dogmatism Scale measured tolerance level. The statistical analysis of the data revealed that there were no significant measurable differences in value development and tolerance level between self-selected Modern Living educators and non-Modern Living educators. Also, no significant correlations were found between educators' feelings of the importance of Modern Living to students, enjoyment of teaching Modern Living, adequacy of training for teaching Modern Living, and their tolerance level. In addition, no significant correlations were found between the six types of value systems and tolerance level nor between the strength of value development and tolerance level using the results from the total sample.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge her gratitude to the many individuals who contributed to the completion of this study. A special thank you to Dr. Wesley J. Adams, my advisor and Associate Professor of Family Studies, for his capable assistance throughout the development of this thesis. I would also like to thank Dr. Adams for his patience and time expended in guiding me towards the completion of this project. A sincere thank you is expressed to the other two committee members, Dr. Dianne Kieren, Associate Professor of Family Studies, and Dr. Ann Harvey, Associate Professor of Secondary Education, for their interest and constructive comments.

I would like to thank Vija Hughes, Administrative Assistant in the School of Household Economics, for her clerical assistance and the Graduate Research Committee in the School of Household Economics for financial research assistance. Also, I would like to thank Miss A. B. MacFarlane, Provincial Education Consultant in Home Economics, for her support in this study; the students from Grant MacEwan College who were used to pretest the instruments administered in this study; and the Home Economics educators throughout Alberta who participated in the study.

I am indebted to my husband for his concern and understanding during the time I was involved with this study. I would like to mention my appreciation of the support and interest of my family and friends.

Dan Precht, Application's Analyst, gave assistance in the statistical computations. Also deserving thanks is Marcia Huston for her time and effort in typing the manuscript.

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A COMPARATIVE STUDY OF VALUE DEVELOPMENT AND TOLERANCE LEVEL BETWEEN SELF-SELECTED MODERN LIVING EDUCATORS AND NON-MODERN LIVING EDUCATORS IN SENIOR HIGH SCHOOL HOME ECONOMICS IN ALBERTA

CHAPTER I

REVIEW OF RELATED LITERATURE

INTRODUCTION

As background for this investigation three interrelated areas were reviewed. These areas are: the origin and development of Modern Living, the objectives and goals of Modern Living and suggested criteria for selecting family life educators.

ORIGIN AND DEVELOPMENT OF MODERN LIVING

An extensive revision of the Alberta Home Economics curriculum began in 1968. As an outcome, family life education, under the title of Modern Living was added as a major area of study to the curriculum. The decision to include family life education seems to be the result of two significant influences. The first influence was that the goals of home economics education in Canada were changing from an emphasis on general homemaking skills to a concern for the individual and the family. This change in emphasis in turn, was the result of many social changes that were taking place such as urbanization, increased credit buying and a greater concern for human relationships.

The Modern Living area was added to the Alberta Home Economics curriculum and structured to give students some tools to deal with these social changes. For example, urbanization is dealt with under the concept of housing. The study of credit buying is included in home management and family economics while human relationships are discussed in the study of human development and the family.

The second factor that strongly influenced the inclusion of family life education in the Home Economics curriculum was that in general, Home Economics departments in the United States had typically included family life education in their curriculums (Force, 1970; Baker and Darcy, 1970). As a result, the American experience offered a model for Canada to follow.

The revision of the Alberta Home Economics curriculum was undertaken by the Secondary Home Economics Curriculum Committee for the Alberta Department of Education. In conjunction with the Secondary Home Economics Curriculum Committee, the provincial consultant in Home Economics, Miss A. B. MacFarlane; personnel from the School of Household Economics at the University of Alberta; and educators throughout the province of Alberta participated in the revision.

As soon as Modern Living became an integral part of the revised Alberta Home Economics curriculum in 1972, it became available to all Alberta junior and senior high school Home Economics educators. In senior high schools, Modern Living was offered as a separate course while at the junior high level one-third of the teaching year in Home Economics was alloted to Modern Living.

In the spring of 1974 Bowen (1974) studied junior high schools in order to learn how well the modern living program was being implemented. She found that less than one-third of the time was being devoted to teaching Modern Living. Bowen (1974) noted that this finding was probably due to the fact that the curriculum would not become compulsory until the fall of 1974. Whereas Bowen studied junior high schools, no similar study has been undertaken to scrutinize Modern Living in the high school setting.

OBJECTIVES AND GOALS OF MODERN LIVING

The objectives and goals of Modern Living are based on three major

areas of study which are: human development and the family, home management and family economics, and housing. Underlying each of these three areas is a value framework. For example, one of the topics in the unit on human development and the family is an examination of alternative marriage forms. In this examination the basic values underlying each alternative form can be discussed. In the home management and family economics unit, values are clarified through the processes of decision making and organization. An assessment of alternatives in making a decision reveals the influence of values. Likewise an assessment of the organization of personal activities also reveals personal values. Finally, the housing unit offers the opportunity to discuss several value issues such as location, size and furnishing of the home.

From these three major areas of study Modern Living has been defined as being:

> concerned with values, interpersonal relationships, the development of the individual, the concept of the family life cycle, management, decision-making, and consumerism. (Alberta Home Economics Curriculum Guide, 1972 p. MLI)

Out of the definition of Modern Living was evolved the following goals which all modern living educators are expected to strive toward. These goals are:

> to educate for human values.
> to help develop a regard for responsible behavior.
> to help develop an awareness and acceptance of change.

> to provide opportunity for the student to equip himself with knowledge and skills to improve the quality of his family life, his home environment and his abilities as a consumer. (Alberta Home Economics Curriculum, 1972, p. MLI)

The writer believes that education for human values is the most important goal out of the four cited in Modern Living. To educate for human values is to promote the students' value development. Several other family life educators in both Canada and the United States have also identified the students' value development as one of the most important goals of family life education. For example, Morgan (1959) expressed this goal in the following terms:

> I feel that one of our tasks is to work toward the ordering or reordering of the hierarchy of values, societally and individually (1959, p. 84)

Kirkendall and Cox (1967) also have described this goal as simply "the establishment of values". Similarly, the Family Life Education Report of Alberta (1969), stated that one of the goals of family life education was the "development of values and attitudes" (1969, p. 10).

Luckey (1967) saw the students' value development as an "understanding of their own personal value systems" (1967, p. 132). Along the same line of thought, Stern (1969) envisioned value development as students "clarifying" their own values.

Both Guest (1968) and Crowe (1971) felt that the students' value development was so important that it should be stated in any definition of

family life education as well as the goals of family life education. Guest (1968) stated that:

> family life education is a developmental process which includes not only the teaching of facts but also the development of attitudes and values... (1968, p. 1)

Crowe (1971) on the other hand, included an explanation of the results of value development in her definition. She said that through developing values people of all ages could find satisfactory fulfilment and meaning in their lives in the changing world of today. (Crowe, 1971, p. 1)

Common to all these educators is the powerful message that one cannot overstate the importance of value development. It is important because through clarification of one's own values personal value development takes place. Clarification is a critical examination of one's personal values in relation to one's personal needs and in relation to reality (Raths, Harmin, and Simon; 1966). As a result of value clarification, the student can develop a system of values which relate him to his social and physical environment. This provides him with the necessary tools to function in a changing and demanding world.

SUGGESTED CRITERIA FOR SELECTING FAMILY LIFE EDUCATORS

In order to promote the students' value development, the proper selection of an educator is of the upmost importance. In agreement with this idea, Simon and Gagnon (1967) believe that the choice of educator is crucial because the educator's attitudes and values would determine how the

the classes are conducted and how questions are handled. Moreover, Broderick and Bernard (1969) support Simon and Gagnon's (1967) view by stressing that the educator is the curriculum by the way he approaches discussions and by his interactions with others (Broderick and Bernard, 1969).

The belief that the educator is the most important element in a family life education program is also supported by others (Manley, 1964; Guidelines for Developing School Programs in Sex Education, 1967; Schultz et al, 1968; Forman, 1969; Juhasz, 1970; Kerckhoff, 1972). Because of the importance of the family life educator Fohlin (1971) was concerned with the selection of the family life educator. She believed that:

> it would be helpful to know the necessary or desirable attributes of the family life educator. Those characteristics which are desirable in all teachers should be adequate for family life educators in theory, however, in practice, more is required because family life education carries a load of values and emotions not inherent in many subjects. (1971. p. 233)

To select the family life educator, many criteria have been developed by several different family life experts (Governor's Task Force on University and Family Life, 1968; Malfetti and Rubin, 1968; Carrera, 1970; Family Life and Sex Education: Proposed Criteria for Teacher Education, 1970; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).[1] The following has been adapted from these several different sources to present a collective criteria to illustrate the personal and academic qualities that have been recommended for a family life educator. The reader will note that values permeate all the personal qualities in the given criteria.

---

[1]Two complete examples of criteria are in Appendix A and Appendix B.

Suggested Criteria in Selecting a Family Life Educator

1. Personal Qualities

   1) The family life educator should have an awareness and acceptance of his own beliefs, attitudes, values, sexuality, limitations and strengths (Governor's Task Force, 1968; Malfetti and Rubin, 1968; Family Life and Sex Education, 1970; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).

   2) The family life educator should have an awareness, tolerance and acceptance of youth's beliefs, attitudes, values, sexuality, limitations and strengths. (Governor's Task Force, 1968; Malfetti and Rubin, 1968; Carrera, 1970; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).

   3) The family life educator should have respect for youth. This respect should be demonstrated by helping the students to constructively evaluate their beliefs, attitudes, values, sexuality, limitations and strengths in light of reality and differing points of view, without imposing a particular view on them (Governor's Task Force, 1968; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).

   4) The family life educator should have the ability to communicate with the students in order to carry out the above mentioned criteria (Carrera, 1970; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).

II. Academic Qualities:

1) The family life educator should have a basic knowledge of relevant subject areas such as the family, family interaction, marriage preparation and human development from birth to senescence (Governor's Task Force, 1968; Malfetti and Rubin, 1968; Carrera, 1970; Family Life and Sex Education, 1970; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).
2) The family life educator should have some understanding of the basic theories and procedures used in counseling (Governor's Task Force, 1968; Family Life and Sex Education, 1970; Fohlin, 1971; Kerckhoff and Hancock, 1971).
3) The family life educator should have some understanding of the importance and implications of research conducted in related disciplines such as sociology, psychology, education, and home economics (Family Life and Sex Education, 1970; Fohlin, 1971; Kerckhoff and Hancock, 1971).
4) The family life educator should have a basic knowledge of biological sciences, sexuality, management of resources, group processes and basic laws (Governor's Task Force, 1968; Malfetti and Rubin, 1968; Carrera, 1970; Family Life and Sex Education, 1970; Juhasz, 1970; Carrera, 1971; Fohlin, 1971; Kerckhoff and Hancock, 1971).

While both personal and academic qualities are important, many well-known family life educators feel that the personal qualities must be given first consideration in the selection process. For example, Kirkendall

(1950) believed that if the personal qualities were absent, they would not be as likely to be developed during the educator's training as the academic qualities. However, there is no general consensus on which personal qualities are most important. For example, Harper and Harper (1957), Broderick and Bernard (1969) and Juhasz (1970) believe that self-awareness and self-acceptance are the two most important qualities for a family life educator. While Kerckhoff and Hancock (1971) agree that self-development is important, they believe that the educator's awareness, tolerance and acceptance should extend beyond self-development to embrace the youth culture.

Sacks (1965) and Calderone (1967) selected tolerance level as the most important personal quality a family life educator could possess. Sacks (1965) referred to this quality as being "non-judgmental" whereas Calderone (1967) interpreted tolerance as "flexibility". In agreement with Sacks and Calderone the writer feels that tolerance is one of the most important personal qualities of a family life educator particularly where that educator is concerned with the students' value development.

In combination with tolerance the educator should have a well-developed value system herself (Raths, Harmin, and Simon, 1966; Kerckhoff and Hancock, 1971). By having a well-developed value system the educator would be in a position to appreciate the importance of value development. Moreover, the educator is free then to expose the students to differing value systems for examination, without necessarily imposing her own value system on them. Taking these two personal qualities into consideration, one would predict that the educator who has a well-developed system of values and a high level of tolerance would probably best facilitate the students' own value development.

STATEMENT OF THE PROBLEM

The purpose of this study is to learn if there are any significant measurable differences in the value development and tolerance level between self-selected Modern Living educators and non-Modern Living educators in senior high school Home Economics throughout the province of Alberta.[2]

---

[2]The term "self-selected", as used in this study means volunteer. Since all the educators that participated in this study were female, educator will be referred to in the feminine gender.

CHAPTER II

THEORETRICAL FRAMEWORK : TRANSACTIONAL ANALYSIS

INTRODUCTION

Transactional analysis has been selected as the conceptual framework for this study. By utilizing such a conceptual framework, certain data can be interpreted and explained in a more relevant and coherent manner than would otherwise be the case. For example, transactional analysis examines certain types of communication patterns within interpersonal relationships. These patterns offer a way of viewing educator-student interactions. Furthermore, transactional analysis distinguishes those communication patterns that would facilitate an individual's value development in order that he might become a more effective person. Here, transactional analysis sheds light on what both the educator and the student can do to become more effective in an educator-student type relationship.

Transactional analysis also suggests that value development is a process which continues over the life cycle of an individual. The beginning of value development appears in terms of what has been communicated as "should" and "ought" to be done. Further value development is promoted through a continual examination of these "shoulds" and "oughts" until the system of values is developed to meet the needs of the individual and to harmonize with the facts of reality. This examination is facilitated by communicating with others. Therefore, according to transactional analysis theory, the manner of communicating is an essential aspect in value development.

VALUE DEVELOPMENT

According to Havighurst (1952), value development is a developmental task that occurs throughout the various stages of an individual's life cycle. For example, in infancy and early childhood, Havighurst believes that the child must learn the concepts of good and bad and the content that goes along with these two concepts. These learnings develop the basis of a conscience, which will be used to build a system of values. During middle childhood the individual's value development is promoted by making choices. Through choosing, the child develops a hierarchy of values which enables him to stay with the choices he has made. In adolescence this hierarchy of values emerges as a system of values. This system should then be analyzed to see if it can be realized, the best method of realizing it, and checking to see if it is in harmony with reality. This analysis should continue throughout the remaining stages in an individual's life cycle.

Havighurst's (1952) model has implications for the educator who is concerned with the students' value development. When the child is five to fifteen years old, the educator can promote value development by providing value clarifying exercises (Raths, Harmin, and Simon, 1966). For example the educator could relate a situation about stealing that is appropriate for the age group and then proceed to encourage a discussion about stealing so that each student could have the opportunity to share his opinion in relation to the situation. Also with this age group, the educator could promote decision-making by providing problem-solving opportunities. A simple example might be to allow the students to choose an activity that they would like to participate in for a leisure period.

During the adolescent stage an educator that is concerned with value development could provide the opportunity for the students to become exposed

to differing value systems in hopes that the students could examine their own values and also become aware and tolerant of differing value systems. For example the educator might allow the students to examine differing marital patterns such as monogamous, polygamous, polyandrous and then follow up the factual presentation with a discussion that would encourage the students to share their feelings about alternate marriage forms. In addition, the educator could provide further value-clarifying exercises for the adolescents in order that they continue to check out their value system in relation to their needs and in relation to reality.

Therefore, the students' value development can be promoted through the interaction between educator and student. Furthermore, because the interaction between educator and student is largely verbal, one could conclude that students' value development could be promoted through communication between educator and student.

From the above discussion, transactional analysis has been chosen as the conceptual framework for this study since the purpose of this study is to measure the Home Economics educators' value development and tolerance level. This study is not concerned with analyzing the process of value or tolerance development but with measuring the existence of these two personal qualities in Home Economic educators.

A brief overview of transactional analysis will be discussed first. Then, the framework will be related to this study.

OVERVIEW OF TRANSACTIONAL ANALYSIS

Berne (1964) and Harris (1967), both psychiatrists, are credited with the development of transactional analysis. For example, Berne (1964) isolated and defined the basic scientific unit in transactional analysis as:

> The unit of social intercourse ... a transaction. If two or more people encounter each other ... sooner or later one of them will speak, or give some other indication of acknowledging the presence of others. (Berne, 1964, p. 29).

The analysis includes the method of examining this transaction and determining which part of a postulated multiple-natured individual is "coming on". The multiple-natured individual consists of three ego states that are psychological realities. They are the Parent, Adult and Child states. Harris (1967) describes the parent as:

> "... a hugh collection of recordings in the brain of unquestioned or imposed external events perceived by a person in his early years, a period which we have designated roughly as the first five years of life (Harris, 1967, p. 40)."

While the recording of external events is the Parent, the recording of internal events, the seeing, hearing, feeling and understanding the body of data, is the Child. The Adult analyzes information from the Parent and Child in relation to reality. That is, the Adult examines the data in the Parent, the feelings in the Child, and the data which has and is being collected by the Adult. Then the Adult accepts or rejects the data in the Parent and Child.

There are four possible "life positions" people might hold with respect to themselves and others. They are:

Position One - I'm Not Ok - You're Ok
Position Two - I'm Not Ok - You're Not Ok
Position Three - I'm Ok - You're Not Ok
Position Four - I'm Ok - You're Ok (Harris, 1967, p. 66)

Position One - I'm Not Ok - You're Ok, is the position of early childhood. The child arrives at the conclusion I'm not Ok by virtue of his small size and helplessness. The adults in his life are Ok because they recognize the child with "positive stroking" in the form of attention. Therefore, the child acts to gain approval. By the second year of life, this position is either confirmed or it gives way to Position Two or Position Three. The child cannot move to Position Four until he consciously decides to do so. Consequently, a large number of people stay in Position One the rest of their lives.

Position Two - I'm Not Ok - You're Not Ok. In this position the stroking in the child's life has disappeared. Once this position is decided, all the child's experiences are selectively interpreted to support it and the child applies You're Not Ok to all others. Because the child has evidence for his early conclusion, new experiences do not break down this feeling towards others.

Position Three - I'm Ok - You're Not Ok. The You're Not Ok is transmitted to parents who in the child's eyes have become brutalizing. The I'm Ok comes from self-stroking by experiencing a sense of comfort when the child is alone and by himself away from the parents. He seems to conclude that I'm Ok if you leave me alone. An example of a child in this position is the "battered" child.

Position Four - I'm Ok - You're Ok is not based on feelings, but on thought, faith, and taking risks. This position involves making conscious verbal decisions, unlike the first three positions that are based on feelings and non-verbal decisions. This position is most desirable and lends itself to the most effective communication between people. Therefore, the goal of transactional analysis is to develop the Adult in every person to the extent whereby a person can deliberately move into Position Four.

The first three positions are a product of the emerging Adult in the Child. Because the continued development of the Adult allows a move to Position Four, the Adult is the place of hope and change.

TRANSACTIONAL ANALYSIS IN RELATION TO THIS STUDY

As previously mentioned, the purpose of this study is to learn if there are any significant measurable differences in the value development

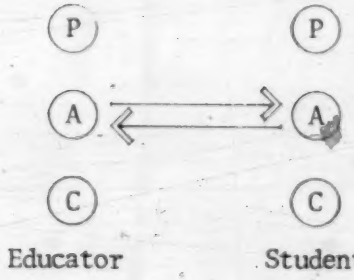
and tolerance level between self-selected Modern Living educators and non-Modern Living educators in senior high school Home Economics. With this in mind, transactional analysis would suggest that the educator with a well-developed Adult would probably facilitate the students' value development.

Furthermore, transactional analysis says that it is the Adult that arrives at a consciously held value system (Harris, 1967, p. 3). The Adult examines all the Parent data and combines this with reality to develop a system of values that meets her needs. It is this system of values that gives a person's life some consistency over the life cycle. If one arrives at basic values, it may make routine decisions unnecessary. With this value development the person moves into the life position of I'm Ok - You're Ok. Having arrived in this position, it allows one to feel Ok about others and to facilitate the Adult in others.

Therefore, the educator with a well-developed Adult state ideally would be in the position to contribute the most towards the growth of the Adult state in students. The educator can usually assume that students are in the position of I'm Not Ok - You're Ok or that their Adult state requires further development. This further development of the students' Adult can be achieved through Adult-Adult communication transactions (Figure 1). The educator sends Adult stimuli and hopefully receives an Adult response from the students.

FIGURE I

ADULT-ADULT COMMUNICATION TRANSACTION



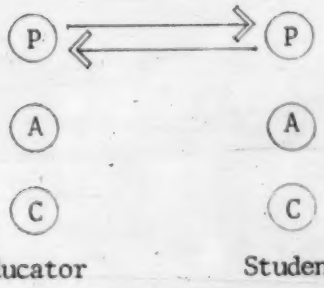
Educator: Does anyone have any feelings about a curfew time for 15 year olds?

Student: I think 11:00 is reasonable since that is the time the early show gets out.

However, there may be some educators who do not have a well-developed Adult state and may be largely controlled by the Parent state. Transactional analysis suggests that such an educator will not be very effective in promoting the students' value development. The educator with a dominant Parent state would most likely adhere to his own traditional values and may be intolerant of any other value system that is different from her own. The Parent-dominated educator would have too many reservations and would probably transmit these reservations either to the students' Parent or Child. Neither of these would promote the development of the Adult state and thereby the students remain in the I'm Not Ok - You're Ok position. The communication transaction between the educator and the students would be Parent-Parent (Figure 2) or Parent-Child (Figure 3). In the Parent-Parent transaction, the educator would further the development of the students' Parent. In the Parent-Child transaction, the educator would further the development of the students' Child.

FIGURE 2

PARENT-PARENT COMMUNICATION TRANSACTION

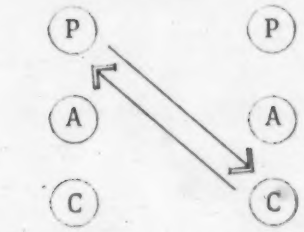


Educator: Now I know what is good for you kids because I have had a lot of experience.

Student: You're right. After all, look what you've been through.

FIGURE 3

PARENT-CHILD COMMUNICATION TRANSACTION



Educator: Now I know what is good for you kids because I have had a lot of experience.

Student: We always have to do what you say.

The three figures that were previously illustrated show examples of complementary transactions. When the stimulus and response on the P-A-C transactional diagram make parallel lines, the communication can go on indefinitely. Another example of a complementary transaction is the Child-Child. However, this one is not explained because the Child state is not being measured in the educators.

In contrast to complementary communication patterns, transactional analysis discusses crossed transactions. These occur when stimulus and response cross on the P-A-C transactional diagram. As a result communication stops. However, if the educator is in Position Four - I'm Ok - You're Ok, he can make efforts to re-establish the communication lines. Because Position Four depends on a well-developed Adult state and since the Adult state in educators has been previously discussed, crossed transactions will not be explained in further detail for the purposes of this study.

The view of value development suggested by transactional analysis is similar in principle to the method developed by three educators, Raths, Harmin, and Simon (1966), for furthering students' value development. The method they developed is called the valuing process. Basically in the valuing method the educator encourages the students to clarify their own values.

It follows that an educator with a developed value system herself can appreciate the importance and benefits of value development. In addition, if the educator is tolerant, she will be able to expose the students to differing value systems rather than her own in order that the students may further examine their values in light of differing ones.

SUMMARY

In conclusion, transactional analysis has been chosen as the conceptual framework for this study. Transactional analysis suggests that those educators that can be identified with predominant Parent states would be less tolerant in facilitating the students' value development. Moreover, those educators that can be identified with predominant Adult states and well-developed value systems, would be tolerant and open to helping students' develop their own value systems.

CHAPTER III

THE DESIGN

INTRODUCTION

This study used an ex post facto research design. The independent variable was represented by the educators' experience of having taught or presently teaching Modern Living in the senior high school in the province of Alberta. Value system development and tolerance level were the two dependent variables measured by the Allport-Vernon-Lindzey Study of Values and the Rokeach Dogmatism Scale, respectively. This study used one control group and one experimental group. The experimental group was comprised of senior high school Home Economics educators that have taught or are presently teaching Modern Living. The control group was comprised of senior high school Home Economics educators that have not taught Modern Living.

INSTRUMENTS

Rokeach Dogmatism Scale:

To measure the level of tolerance between the control and experimental group, the Rokeach Dogmatism Scale was used. The Dogmatism Scale served to measure "general authoritarianism and general intolerance (Rokeach, 1960, p. 72)". Rokeach (1954) defined dogmatism as:

(a) a relatively closed system cognitive organization of beliefs and disbeliefs about reality;

(b) organized around a central set of beliefs about absolute authority which, in turn;

(c) provides a framework for the patterns of intolerance towards others (p. 195).

The Dogmatism Scale, hereafter referred to as the DS, was developed by Rokeach in 1960. The items in the DS cover personal and public statements. For example, the following is a personal statement 'My blood boils whenever a person stubbornly refuses to admit he's wrong". (Rokeach, 1960, p. 78). An example of a public statement is "The present is all too often full of unhappiness. It is only the future that counts." (Rokeach, 1960, p. 79).

Subjects taking the DS indicate disagreement or agreement with each of the forty items on a scale ranging from -3 to +3. The 0 point is excluded in order to make the DS a forced-choice test. The scale is subsequently converted, for scoring purposes, to a 1 to 7 scale by adding a constant of 4 to each item score. The total score is the sum of scores obtained on all the items in the test. A low score is interpreted as intolerance while a high score is interpreted as tolerance.

When the DS was tested for reliability, there were items from other scales (California F Scale by Adorno, Frenkel-Brunswik, Levinson and Saxford, 1950; Opinionation Scale by Rokeach, 1960) interspersed to disguise the purpose of the DS. The questionnaires were administered to various groups of different sizes and from different geographical locations. The reliabilities of the DS range from .68 to .93. These reliabilities were based on an odd-even distribution of scores and corrected by the Spearman-Brown formula.

Several studies have researched the relationship between dogmatism and intolerance. This research is of particular interest to this study since the DS will be used to measure the level of tolerance of both the experimental group, Modern Living educators and the control group, non-Modern Living educators. Korn and Giddan (1964), used three different

scales from the California Psychological Inventory and the DS in their research. They concluded that the more dogmatic an individual is, the less tolerant he is. This finding confirms that dogmatism is positively correlated with intolerance.

Furthermore, Feather (1967) found a positive correlation between dogmatism and membership in those religious groups that are highly dependent on authority. The results showed that these people are intolerant when their basic beliefs were challenged. Again, this is an important finding for this study, since some of the educators' beliefs may be highly dependent on authority or tie into their Parent states. Another study, by Saltzman (1967) reported that the degree to which a counselor is perceived as being empathetic and positive in his regard for others is definitely a function of one's level of dogmatism. Others (Druckman, 1967; Rebhun, 1967) have found that the DS measures dogmatism in the area of parental attitudes. This research is significant to this study since the educator definitely does have some influence on her students.

Research has also been done on the relationship between dogmatism and acceptance or rejection of novel stimuli. Mikol (1960) reported that high dogmatic University students were less accepting of novel audiovisual stimuli. On the basis of the research, it follows that if a Modern Living educator is a high dogmatic,she will probably not allow novel stimuli to be presented in the classroom.

Similarly, Rosenman (1967) reported that high dogmatic University students were less accepting of a film that flaunted traditional beliefs of society. White and Alter (1965) noted that high dogmatics were more resistant to change with changing stimulus conditions.

In the realm of teaching, several investigators (Rosen, 1968; Johnston,

1967, Vacchiano, Schiffman, and Crowell, 1966; Johnson, 1966; Hudspeth, 1966) directed their research specifically toward dogmatism and educator attitudes. A significant positive relationship between dogmatism and negative attitudes toward teaching (as measured by the Minnesota Teacher Attitude Inventory) has been reported for different groups. The groups were counsellor trainees (Rosen, 1968) female educators (Johnston, 1967) and educator interns (Vacchiano, Schiffman, and Crowell, 1966).

Johnson (1966), for example noted a significant positive relationship between the dogmatism of student educators and their expressed attitudes toward teaching, and educator-pupil relationships. Finally, Hudspeth (1966) showed a positive relationship between dogmatism and educator attitudes toward acceptance of new media or graphics.

There have been two studies (Smith, 1968; Thorup, 1968) that dealt exclusively with dogmatism and Home Economics educators. Smith found that the more self-actualizing educators were significantly more open-minded and that they perceived themselves as using a significantly greater amount of teaching behaviors which encouraged the development of students' self-directed learning. Depending on the content, self-directed learning could be used in the students' value development. Thorup (1968) found that the correlations between Home Economics educators' ratings of teaching competence and scores on the Minnesota Teacher Attitude Inventory, Lehman's Teacher and the Community Inventory and the DS, were not high enough to justify their use in screening applicants for teaching. However, since Thorup did not include students' value development in teaching competence, her results may not be directly applicable to this study.

From this brief overview of research studies, the Dogmatism Scale was chosen to measure the tolerance level of the Adult and Parent states, of the

experimental and control groups. The DS will be administered to the total high school Home Economics educators in the province of Alberta.

Allport-Vernon-Lindzey Study of Values:

The Allport-Vernon-Lindzey Study of Values, hereafter referred to as the AVL was developed from Edward Spranger's (1928) Lebenformen. The title, translated into English, is Types of Men. Spranger showed that mental states are characteristically engaged in some form of evaluating and that if a number of situations were employed in a suitable test, one might expect to determine the kind and consistency of a particular person's evaluative judgments (Spranger, 1928, p. 84-86).

Spranger's classification consisted of the following six types:

(1) the theoretrical or an interest in the discovery of truth;

(2) the economic or an interest in the useful and practical;

(3) the aesthetic or an interest in form and harmony;

(4) the social or an interest in and love of people;

(5) the political or an interest in power;

(6) the religious or desire for comprehension of, and unity with the cosmos as a whole (Spranger, 1928)

Spranger admitted that the completely one-sided man probably does not exist in real life or that there is no ideal type. In other words, man has a combination of the six types of value systems.

Using the six classifications by Spranger, Allport and Vernon designed the Study of Values to determine the relative prominence of each of these six values in a given personality (Allport, Vernon, and Lindzey, 1960).

Cantril and Allport (1933) also stress that "the personal interests with which the Study of Values deals must be interpreted as generalized

dynamic dispositions of personality which direct and determine the type of response which an individual will make to the varied situations confronting him in his daily life (p. 265)."

The final edition of the AVL consists of 45 items, based upon a variety of familiar situations to which two alternative answers, in Part I, and four alternative answers in Part II, are provided. In all there are 120 answers, 20 of which refer to each of the six values. Subjects give marks to the alternative answers in Part I, in accordance with their preferences. In Part II, they rank the answers in order of their choices (Vernon and Allport, 1931).

A subject's scores and ranks are then transcribed onto a separate score sheet, in order to group the twenty answers belonging to each of the six values under their respective value headings. After summing the marks for the six values and applying certain simple corrections, the six final totals represent the subject's standing on all the values simultaneously.

In order to compute a subject's value development score, the mean for each of the six different value systems will be calculated. Then the standard deviation over the six scores will be computed and the final score will represent the value development score. If an educator receives a high development score, it indicates that she has a well-developed value system.

The "split-half" reliability of the AVL was +.702 and the repeat reliability was +.707. (Vernon and Allport, 1931, p. 243). Kelley's formula and Spearman-Brown's formula were used to arrive at a consistency of +.72. The theoretrical validity of the AVL was found by taking the square root of its consistency, namely +85. This figure represents the correlation of a subject's profile with the profile he would obtain on the basis of his answers to an infinite number of similar test questions (Vernon and Allport, 1931, p. 245).

Cantril and Allport (1933) concluded that the evidence showed that the validity and reliability originally claimed for the AVL are approximately correct, "... if anything, too low (p. 271)."

Murray (1968) used the AVL, Shostrom's Personal Orientation Inventory and Ray's Student Estimate of Teacher Concern with a group of Home Economics educators. She found that self-actualizing educators and those with high social values on the AVL were perceived by students as being significantly more concerned with teaching. The profile of Home Economics educators on the AVL differed slightly from the established norms for women in general. This finding is important to this study since it could follow that those educators with high social values on the AVL would most likely be concerned with the students' value development.

Therefore, the AVL has been chosen for this study to measure the types of value systems according to theoretrical, economic, aesthetic, social, political and religious, and also to measure the development of the value system.

Interestingly, two studies (Hart, 1966: Bunch, 1970) have administered the AVL and the DS to Home Economics educators. Hart's study found that educators low in dogmatism were consistently more accurate in their judgment of students' values, although the results were not significant except when the Omnibus Personality Inventory-Autonomy Scale was the measure of dogmatism. Even though the Omnibus Personality Inventory-Autonomy Scale is not being used in this study, it will be interesting to see if any significant results are obtained from the use of the DS only. Bunch (1970) found that Home Economics educators scored higher on theoretrical and economic value systems than non-Home Economics educators. However, she did not find

any significant difference in the dogmatism rating between the groups or any significant difference in the value systems between dogmatics and non-dogmatics. Bunch used the same instruments in her study that are being used in this study.

SAMPLING AND PROCEDURES

All senior high school Home Economics educators in the province of Alberta comprised the population for the selection of the experimental and control groups.[3] The independent variable was, as previously stated, the educators' experience of having taught or presently teaching Modern Living. The dependent variables were value development and tolerance level. Other variables, such as age, size of teaching center, years of training, years of teaching experience, marital status and religion, that may possibly affect the final results had been taken into consideration. The experimental and control groups were matched on these variables by random assignment of the control group. That is, the control group was randomly drawn from a larger sample of those who had reported that they had not taught Modern Living in the senior high school. The experimental group consisted of the total sample that reported to have taught or to be presently teaching Modern Living in senior high school Home Economics in the province of Alberta.[4]

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[3]The list of senior high school Home Economics educators was obtained in consultation with Miss A. B. MacFarlane, Provincial Education Consultant in Home Economics.

[4]Random selection was accomplished by assigning consecutive numbers to each educator in the total control sample. By using a table of random numbers, the final sample used in study was drawn from these numbers.

The following procedure was used in testing instruments and collecting data:

1. Pilot studies of the three instruments:
   Personal Data Sheet (see Appendix E), the Rokeach Dogmatism Scale (see Appendix F), and the Allport-Vernon-Lindzey Study of Values (see Appendix G) were pretested in two pilot studies to learn whether they could be self-administered by the research subjects. One pilot study was conducted with twenty second year students entroled in the Early Childhood program at Grant MacEwan College. The second pilot study was conducted with five Home Economics educators. No difficulties arose in these pretests. Therefore, it was assumed that the instruments could be self-administered.

2. Upon completion of the pilot studies, the three test instruments were mailed to the research subjects which included all known senior high school Home Economics educators in the province of Alberta. A cover letter by the writer (see Appendix C) and a support letter by Miss MacFarlane (see Appendix D) accompanied these instruments.

3. After a period of ten days a reminder note was sent to the research subjects requesting the return of the study (see Appendix H).

4. All data that were returned within a period of sixteen days were used as sample data. The reason for a cutoff date of sixteen days was based upon practical considerations.

ASSUMPTION

The writer had assumed that those educators that volunteer to teach Modern Living in the senior high schools throughout Alberta would have a different level of value development and a different tolerance level in comparison to those that have not volunteered to teach Modern Living.

HYPOTHESES

Because there was no evidence which suggested that the two groups of educators would be different, the following hypotheses were tested in the null form. The statistical significance was set at the 5 per cent level of confidence for a two-tailed test.

I. Value Systems

It was hypothesized that:

1. There would be no significant difference between the means of the types of value systems held by senior high school Home Economics Modern Living educators and senior high school Home Economics non-Modern Living educators, as measured by the Allport-Vernon-Lindzey Study of Values.

2. There would be no significant difference between the mean strength of value system development of senior high school Home Economics Modern Living educators and senior high school Home Economics non-Modern Living educators as measured by the Allport-Vernon-Lindzey Study of Values.

II. Tolerance Level

It was hypothesized that:

1. There would be no significant difference in the mean level of tolerance between senior high school Home Economics Modern Living educators and non-Modern Living educators as measured by the Rokeach Dogmatism Scale.
2. There would be no significant relationship between any of the six types of value systems and the level of tolerance using the results from the total sample.
3. There would be no significant relationship between the strength of value development and the level of tolerance using the results from the total sample.
4. There would be no significant relationship between the personal feelings of the senior high school Home Economics Modern Living educators of the importance of Modern Living to students as related to their level of tolerance.
5. There would be no significant relationship between the personal feelings of the senior high school Home Economics Modern Living educators of the enjoyment of teaching Modern Living as related to their level of tolerance.
6. There would be no significant relationship between the personal feelings of the senior high school Home Economics Modern Living educators of the adequacy of their training for teaching Modern Living as related to their level of tolerance.

CHAPTER IV

DATA ANALYSIS

The analysis of the statistical data will be covered in two sections of this report. The first section is a somewhat lengthy description of the sample while the second section is concerned with the tests of the hypotheses.

SAMPLE

The instruments for this study were mailed to 270 educators which comprised the total known senior high school Home Economics educators in the province of Alberta. Sixty-two per cent or 168 were returned.

The original sample submitted for statistical computations included 58 control and 58 experimental subjects. The final sample consisted of 57 control and 52 experimental subjects. The original sample was reduced by seven because of response error, however, no adjustment was made in the number in the control group to equalize it with the experimental group since the difference in the size of the two groups was not significant. The final sample used in this study was 109 subjects.

As previously stated, the experimental group consisted of the total responding sample that reported to have taught or to be presently teaching Modern Living in senior high school Home Economics in Alberta. As for the control group, it was randomly drawn from those who had reported that they had not taught Modern Living. The control and experimental groups were compared statistically in relation to the following background variables: size of teaching center, age, formal years of training, years of teaching

experience, marital status and religion. The results are discussed in the following section.

Table 1 (See Page 34) summarizes the frequencies for both the control and experiemntal groups in relation to size of teaching center.

The categories for size of teaching center were chosen as illustrated in the table to provide meaningful groupings. Since the data received in response to this item is not continuous it lends itself to a non-parametric test. The Mann-Whitney U Test was the test chosen to compare the distributions of the control and experimental groups.

As the sample size was large, the Mann-Whitney U score was converted to a standard normal z distribution (Ferguson, 1971, p. 327). The result (-1.05) was not statistically significant at the .05 level (z score = 1.96 for a two-tailed test). Therefore, the control and experimental groups came from relatively similar sizes of teaching centers.

Table 2 (See Page 35) gives the frequencies of the ages of both the control and experimental groups.

Again, the Mann-Whitney U Test was chosen to compare the distributions of the two groups since by inspection, the ranks do not approach a normal distribution. As the sample size was large, the Mann-Whitney U score was converted to a standard normal z distribution (Ferguson, 1971, p. 327). The result (-1.83) was not statistically significant at the .05 level (z score = 1.96 for a two-tailed test). Therefore, the control and experimental groups have similar ages.

In comparison to the results of Bowen's (1974) study of Modern Living educators in the junior high schools in the province of Alberta, there are similarities and differences. For example in both junior and senior high schools the model age for Modern Living educators is 29 years.

TABLE I

FREQUENCIES OF SIZE OF TEACHING CENTER FOR CONTROL AND EXPERIMENTAL GROUPS

Approximate Population of Teaching Center	Control N=56	Experimental N=52
Under 1,000	9	10
1,000 - 5,000	14	19
6,000 - 15,000	6	5
16,000 - 50,000	9	3
51,000 - 150,000	0	0
150,000 plus	18	15

TABLE 2

FREQUENCIES OF AGE FOR

CONTROL AND EXPERIMENTAL GROUPS

Age in Years	Control N=57	Experimental N=52
21-25	12	12
26-30	15	13
31-35	9	8
36-40	2	3
41-50	7	11
51 plus years	0	0

Although Bowen (1974) found that 40 per cent of the educators teaching Modern Living in the junior high were 36 years plus, this study found in the senior high only 26 per cent were 36 years plus. The difference between the two age groupings might reflect that when given an opportunity to choose the younger educators may be the ones to choose teaching a new course. In the junior high the educators had no choice since Modern Living was compulsory.

Table 3 (See Page 37) gives the frequencies of the formal years of training for both the control and experimental groups.

Again the Mann-Whitney U Test was chosen to compare the distributions of the two groups. The Mann-Whitney U score was then converted to a standard normal z distribution (Ferguson, 1971, p. 327). The result (-2.91) was statistically significant at the .05 level (z score = 1.96 for a two-tailed test).

On the basis of this evidence, the control group had more years of formal training than did the experimental group. Therefore, the Home Economic educators that volunteer to teach Modern Living in the senior high school may not be the educators with the most formal education.

In Bowen's (1974) study, the formal years of training of Modern Living educators in the junior high school are the same as those found in this study for Modern Living educators in the senior high school. Eight per cent of the Modern Living educators in both junior and senior high school indicated three years of formal training, while 69 per cent had four years of formal training. Twenty-three per cent of the educators had five years or more training. In agreement with Bowen, it would appear that Home Economics educators are furthering their professional training since almost one quarter of both samples have five or more years of training. This would

TABLE 3

FREQUENCIES OF FORMAL YEARS OF TRAINING FOR CONTROL AND EXPERIMENTAL GROUPS

Formal Years of Training	Control N=50	Experimental N=55
1	0	0
2	4	0
3	1	4
4	30	34
5	13	6
6	7	6

imply a master's degree or graduate diploma work, since the undergraduate education program is four years in length.

Table 4 (See Page 39) gives the frequencies of the years of teaching experience of both the control and experimental groups.

The Mann-Whitney U Test was chosen to compare the years of teaching experience of the control and experimental groups. The score was then converted to a standard normal z distribution (Ferguson, 1971, p. 327). The result (-1.43) was not statistically significant at the .05 level (z score = 1.96 for a two-tailed test).

Table 5 (See Page 40) gives the frequencies of the marital status of both the control and experimental groups. The only categories that had a significant number of responses were the married and the single categories.

The Fisher Exact Probability Test was chosen to compare the distributions of both the control and experimental groups according to marital status. The score (.32) was not statistically significant at the .05 level for a two-tailed test. Therefore, both the control and experimental groups had similar marital status.

Table 6 (See Page 41) gives the frequencies for the control and experimental groups in relation to religious background. The only categories that had any significant number of responses were the Catholic and Protestant categories.

The Fisher Exact Probability Test was chosen to compare the distributions of the control and experimental groups according to religious background.

The score (.81) was not statistically significant at the .05 level for a two-tailed test.

TABLE 4

FREQUENCIES OF YEARS OF

TEACHING EXPERIENCE FOR CONTROL AND EXPERIMENTAL

Years of Teaching Experience	Control Group N=56	Experimental Group N=52
1-3	11	14
4-6	15	12
7-9	8	4
10-12	7	6
13-15	1	4
16 plus	14	12

TABLE 5

FREQUENCIES OF MARITAL STATUS
OF CONTROL AND EXPERIMENTAL GROUPS

Marital Status	Control N-54	Experimental N=50
Single	12	7
Married	42	43

TABLE 6

RELIGIOUS BACKGROUND OF CONTROL AND EXPERIMENTAL GROUPS

Religion	Control N=57	Experimental N=52
Catholic	14	10
Protestant	38	33

SUMMARY

In summary, there was no significant statistical difference between the control and experimental groups according to the following variables: size of teaching center, age, years of teaching experience, marital status or religious background. However, there was a significant statistical difference between the two groups in relation to years of formal training. The control group had significantly more years of formal training than did the experimental group.

TESTS OF THE HYPOTHESES

1. Value Systems

Hypothesis one predicted that there would be no significant difference between the means of the types of value systems held by senior high school Home Economics Modern Living educators and senior high school Home Economics non-Modern Living educators as measured by the Allport-Vernon-Lindzey Study of Values. Student's t test was the technique used to test the null hypothesis. Table 7 (See Page 43) summarizes the mean scores and the t values.

None of the tests reached statistical significance at the .05 level ($t(107) = 1.98$ for a two-tailed test). Therefore the null nypothesis was accepted.

Hypothesis two predicted that there would be no significant difference between the mean strengths of value system development of senior high Home Economics Modern Living educators and senior high school Home Economic non-Modern Living educators as measured by the Allport-Vernon-Lindzey Study of Values. The mean strength of value development of the control group was 7.53 while the mean strength of value development of the

TABLE 7

MEANS AND t VALUES OF CONTROL AND EXPERIMENTAL GROUPS ON THE AVL STUDY OF VALUES

	Control N=57 Mean Values	Experimental N=52 Mean Values	t Values
Theoretical	37.728	36.865	-0.71
Economic	39.737	40.471	0.49
Aesthetic	44.237	43.231	-0.74
Social	41.728	41.981	0.18
Political	38.701	38.048	-0.57
Religious	37.868	39.404	0.78

experimental group was 7.41. Student's t test score (0.25) did not reach the statistical significance for the .05 level (t (107) = 1.98 for a two-tailed test). Therefore, the hypothesis was accepted as stated. In conclusion, there was no statistical significant difference in the strengths of value development between the control and experimental groups.

II. Tolerance Level

Hypothesis one predicted that there would be no significant difference in the mean level of tolerance between senior high school Home Economics Modern Living educators and Home Economics non-Modern Living educators as measured by the Rokeach Dogmatism Scale. The mean level of tolerance for the control group was 170.35 while the mean level for the experimental group was 169.25. The lowest possible score on the scale is 40 and the highest possible score is 280. A low score indicates intolerance whereas a high score indicates tolerance. Student's t test measured the relationship between the mean scores of the control and experimental groups. The result (-0.21) was not statistically significant at the .05 level (t (107) = 1.98 for a two-tailed test). Therefore, there was no statistically significant difference in the tolerance level of Modern Living educators and non-Modern Living educators in senior high Home Economics. Thus the null hypothesis was accepted.

Hypothesis two predicted that there would be no significant relationship between any of the six types of value systems and the level of tolerance using the results from the total sample. The Pearson Correlation Coefficient was the technique used to correlate the scores from the six types of value systems with the levels of tolerance. The scores were as follows: theoretical 0.19, economic -0.22, aesthetic 0.12, social 0.15, political 0.10, and religious -0.20. None of the scores show meaningful correlations to any

other scores. The economic value system has the highest variance score (-0.22). However, this score shows that only five per cent of the variation of tolerance is explained by the economic value system. Thus, the scores for the other five types of value systems being smaller in size do not illustrate any meaningful correlations. In summary, using the results from the total sample, there was no statistical evidence to support any correlation between the six types of value systems and level of tolerance.

Hypothesis three predicted that there would be no significant relationship between the strength of value development and the level of tolerance using the results from the total sample. The Pearson Correlation Coefficient was the technique used to correlate the value development scores with the mean levels of tolerance. The coefficient (0.11) was not statistically significant. Therefore, the level of tolerance was not found to be related to the strength of value development.

Hypothesis four predicted that there would be no significant realtionship between the Modern Living educators' personal feelings of the importance of Modern Living to the students as related to their level of tolerance. The Pearson Correlation Coefficient was the technique used to correlate the importance of Modern Living to the level of tolerance. Although the feelings of the Modern Living educators were reported by a six point Likert-type scale, the intervals were interpreted as being equal for statistical purposes. The coefficient (0.09) was not significant. Therefore the educators' feelings of the importance of Modern Living for students was not found to be related to their level of tolerance.

Hypothesis five predicted that there would be no significant relationship between the Modern Living educators' personal feelings of the enjoyment of teaching Modern Living as related to their level of tolerance.

Similarly the Pearson Correlation Coefficient was the technique used to measure the relationship between these two variables. The coefficient (0.01) was not statistically significant. Thus, the enjoyment of teaching Modern Living was not found to be related to the level of tolerance.

Hypothesis six predicted that there would be no significant relationship between the Modern Living educators' personal feelings of the adequacy of their training for teaching Modern Living as related to their level of tolerance. Likewise the Pearson Correlation Coefficient was the technique used to correlate these two variables. The coefficient (0.05) was not statistically significant. In other words, the feelings of the adequacy of training were not found to be related to the level of tolerance.

SUMMARY

In summary, none of the tests reached a statistically significant level. Therefore, all the null hypotheses were accepted as stated.

CHAPTER V

RESEARCH DISCUSSION, LIMITATIONS AND IMPLICATIONS

INTRODUCTION

The purpose of this study was to learn if there were any significant differences in the value development and tolerance level between self-selected Modern Living educators and non-Modern Living educators in senior high school Home Economics in the province of Alberta. In this section the results will be discussed as well as the limitations of the study and implications for future research.

DISCUSSION

Results:

There were no significant differences found in the value development and tolerance level of those Home Economics educators that were self-selected to teach Modern Living and those that did not choose to do so. These results could possibly be due to factors such as: training program, the relative newness of Modern Living and the generality of the test instruments.

As a training program for the new Home Economics curriculum seminars and workshops were offered throughout the province of Alberta for Home Economic educators. The seminars and workshops usually dealt with Clothing and Textiles and Food Science in addition to Modern Living. Therefore most of the Home Economics educators whether in the control or experimental group, would have had similar exposure in the training program. On this basis of similar training, it appears that Home Economics educators could have similar strengths of value development and tolerance level. Furthermore in

respect to these two personal qualities, those who have volunteered to teach Modern Living probably do not have a more developed value system and higher tolerance level than those who have not volunteered to teach Modern Living.

A second factor that may help to explain why no statistically significant results were obtained is that Modern Living is a relatively new course. As mentioned, it was made available to Home Economics educators in the fall of 1972. Consequently, those that are teaching Modern Living are probably not doing so full time, and are only offering one or two courses. Therefore, the teaching of Modern Living is a limited experience and volunteering to teach Modern Living in this respect may not have demanded a well developed value system or a high level of tolerance. Thus, there were no statistically significant differences between those that volunteered to teach Modern Living and those that did not.

The test instruments used in this study, the Allport-Vernon-Lindzey Study of Values and the Rokeach Dogmatism Scale may have been too general to tap real differences between the control and experimental groups. The instruments may not have tapped those values that are relative to Modern Living in that they may not have asked questions that Modern Living educators specifically should be tolerant toward. Therefore, the instruments did not show any statistically significant differences between those self-selected Modern Living educators and non-Modern Living educators in senior high school Home Economics in the province of Alberta.

Other Items:

In comparison to the norms established for the general female population on the Allport-Vernon-Lindzey Study of Values, the Home Economics educators were higher (outside the range of 50% of all female scores) on

the following types of value systems: theoretical, economic, aesthetic, social, and political. The sample was lower (outside the range of 50% of all female scores) on the religious scale.

However, in keeping with the assumption, students' value development is one of the most important goals of Modern Living, the Modern Living educators were expected to score higher on the social type of value system rather than the theoretical as they did. The theoretical value system implies that the educator is more concerned with the students' academic development whereas the social value system implies that the educator is more concerned with the students' personal development. One such type of personal development is value development.

The section that dealt with the personal feelings of those presently teaching Modern Living in senior high school resulted in the following observations. The educators' personal feelings were examined in three areas.

The first area dealt with the importance of Modern Living as a course for students. All of the educators agreed that Modern Living was an important course for students. In Bowen's (1974) study of Modern Living in junior high schools, 48 per cent of the educators agreed that Modern Living appeared to meet the actual needs of students. The different results in the two studies could be due to the fact that Modern Living is compulsory in junior high school whereas it is not in senior high school. Therefore, it is possible that educators in senior high school may spend more time investigating and attempting to meet the needs of the students rather than teaching the students what is in the curriculum guide.

A further explanation of the differences between this study and Bowen's (1974) study was that Bowen's (1974) data was collected one year earlier.

The educators that participated in this study had one year more to develop the Modern Living course.

The second area queried in this study was the enjoyment of teaching Modern Living. Whereas 93 per cent agreed that teaching Modern Living was enjoyable, seven per cent did disagree. Bowen (1974) in her study asked the educators if teaching Modern Living gave them a sense of accomplishment. A sense of accomplishment might be interpreted as a prelude to enjoyment. Only 36 per cent of junior high educators agreed that teaching Modern Living gave them a sense of accomplishment. In comparison, this study showed that 93 per cent of the educators who have volunteered to teach Modern Living in the senior high school enjoy teaching it. One could expect that the 7 per cent who do not enjoy teaching Modern Living in the senior high school will not do so next year. Therefore, in conclusion, one will probably find that the majority of educators teaching Modern Living in senior high enjoy doing so, whereas the junior high educators may not enjoy doing so because Modern Living is a compulsory part of the Home Economics program.

The last area that dealt with educators' feelings questioned the adequacy of training for teaching Modern Living in senior high school. In total, 79 per cent agreed that their training was adequate, in contrast to 21 per cent who disagreed. Bowen (1974) found that 89 per cent of the educators teaching Modern Living in the junior high school felt that they needed more workshops and courses related to the family in order to feel confident in teaching Modern Living. The difference found between the two studies could be explained by the compulsory nature of Modern Living in the junior high school and the self-selected nature of Modern Living in the high school.

In addition the educators that participated in this study had one more year to work on and develop Modern Living courses since the data for this study was collected one year later than Bowen's (1974) study.

In conclusion, it appears that most Home Economics educators that responded to this study, feel that Modern Living is an important course for students, enjoy teaching it and feel that they are adequately trained to do so.

Transactional Analysis:

The framework of transactional analysis would have had greater utility in explaining the results of the hypotheses if significant differences between the control and experimental groups had been found. If there had been a statistically significant difference between the two groups transactional analysis could have been used to interpret whether the value systems were predominantly determined by the Adult or Parent state. Also, if the experimental group had obtained a significantly lower mean tolerance level, transactional analysis would have suggested that the experimental group's value system was more Adult state determined than was the control group's value system.

Transactional analysis has aided in developing a conceptual context for data interpretaiton. However, it remains limited in usefulness where only similarities and not differences are found.

LIMITATIONS

Five limitimg factors were found in this study that require discussion. The first limiting factor is that there were no records available that could

positively identify those senior high school Home Economics educators that were teaching Modern Living. Because of this, in the sample questionnaire, a question was asked to identify those that had taught Modern Living and also those that were presently teaching Modern Living. Every educator that responded positively to one of these questions was used in the experimental group. However, there was no way of knowing how many Modern Living educators remain in the group that did not return the study. If this were known, the percentage of returns by Modern Living educators would have provided a more accurate description of the sample.

The second limiting factor was that the respondents were not asked their personal feelings on the importance of the students' value development. In the Home Economics curriculum it is stated that 'Modern Living is concerned with value development" (Alberta Home Economics Curriculum, 1971, p. ML. 1). Although this goal is stated it does not necessarily follow that the students' value development is of major concern to the educators. If the educators had indicated that students' value development was an important goal, then the relationship between their personal value development, tolerance level and feelings about students' value development could have been more meaningfully interpreted.

The third limiting factor was that the personal feelings of educators who had not taught and were not presently teaching Modern Living, were not investigated according to importance of Modern Living for the student, enjoyment of teaching Modern Living, or adequacy of training. The results of the feelings from these two groups could have been compared with the results from those that are presently teaching Modern Living and this comparison may have given some differences between those educators that volunteer to teach Modern Living and those that do not.

The fourth limiting factor was the underlying assumption of this study. The underlying assumption was that there would be significant differences in the two personal qualities, value development and tolerance level, between those Home Economics educators that volunteered to teach Modern Living in the senior high schools and those that did not. This assumption is limiting in the sense that only two personal qualities were measured.

Finally, the Modern Living educators were not queried as to the amount of time they had taught or were presently teaching Modern Living. If the amount of time had been determined, this finding may have been used to further differentiate among the educators in accordance with their commitment to Modern Living.

IMPLICATIONS

While no significant differences were found between the control and experimental groups, this study offers some areas that may merit further research. Four possible areas that will be discussed are: comparisons of results with other educators, use of this study as pre-data, use of other instruments and measurements of other personal qualities.

The same instruments could be administered to educators in both family life education and physical education since there are similar concepts which underlie these three disciplines. In contrast to this, a comparison of Modern Living educators with those in a distinctively unrelated area such as those educators in mathematics would be important to learn if there are any significant differences between these groups in value development and tolerance level. The data from the two comparative studies may indicate that Home Economics educators are in fact the ones that should be

selected for teaching Modern Living since they may well have the most developed value systems and the highest tolerance level.

Future research could also be conducted in a pre-post-test research design. This could be done by using the data from this study as pre-data and after several years a post-test could discover whether the control and experimental groups have markedly changed because of the nature of having taught Modern Living.

The findings in this study also suggest that instruments could be developed to measure values and tolerance that specifically deal with the substantive content in Modern Living. A comparison between the two groups on these instruments might result in significant differences between those Home Economics educators that volunteer to teach Modern Living in senior high and those Home Economics educators that do not. Likewise, another instrument that could be administered would be one that would measure the academic rather than just personal qualities essential for students' value development. For example, this instrument could measure the educators' ability to identify value-laden statements.

The results of this study imply that other personal qualities rather than value development and tolerance level may have been responsible for the self-selection of Modern Living educators. It is possible that other personal qualities that were suggested for a desirable family life educator could be identified as being significantly different between those educators that volunteer to teach Modern Living and those that do not. The two that the writer would suggest for further research are self-awareness and self-acceptance. These two personal qualities have been identified as important personal qualities for a family life educator. If these two qualities were measured, the findings may result in significant differences between those

that volunteer to teach Modern Living and those that do not. This data would be invaluable for the recruitment and selection of Modern Living educators.

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APPENDICES

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APPENDIX A

GOVERNOR'S TASK FORCE ON UNIVERSITY AND FAMILY LIFE

MICHIGAN, 1968

APPENDIX B

FAMILY LIFE AND SEX EDUCATION :

PROPOSED CRITERIA FOR TEACHER EDUCATION, 1970

APPENDIX C

ENCLOSURE LETTER

403-432-3824

SCHOOL OF HOUSEHOLD ECONOMICS
THE UNIVERSITY OF ALBERTA • EDMONTON, CANADA T6G 2E2

Dear Home Economics Teacher:

As a partial requirement for my M.Sc. in Family Studies, I am conducting research on "values". Enclosed are:

SECTION 1 Questionnaire - please use the IBM answer sheet provided and the enclosed pencil.

SECTION 2 Attitude Scale - please continue with the IBM answer sheet provided and the enclosed pencil.

SECTION 3 Study of Values - please use test booklet provided and enclosed pencil.

Generally, it takes about thirty minutes to respond to this survey. I hope you will take time to fill out the survey and forward the IBM answer sheet and the Study of Values, only, by RETURN MAIL in the self-addressed, stamped envelope.

Let me thank you in advance for taking time to complete the survey. The results of this study will be published in the Home Ec. News in the near future.

Sincerely,

Maryanne Doherty
Graduate Student

Encl.

APPENDIX D

SUPPORT LETTER BY MISS A. B. MACFARLANE,

EDUCATION CONSULTANT IN HOME ECONOMICS

Alberta

EDUCATION

Telex 037-3406
Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada. T5J 2V2

April 10, 1975

Dear Home Economics Teacher:

Maryanne Doherty is presently doing research for her thesis in Family Studies. Some of you may know that Maryanne worked on the Ad Hoc Committee for Modern Living, tested the Modern Living program and has taught the course.

The results of Maryanne's research can be of use in developing future workshops, seminars and courses for Home Economics teachers.

I would appreciate your participation in this worthwhile endeavour.

Yours sincerely,

A. Berneice MacFarlane (Miss)
Education Consultant in Home Economics

ABM/b

APPENDIX E

PERSONAL DATA SHEET

SECTION 1 - QUESTIONNAIRE

SECTION 1 - QUESTIONNAIRE

Please indicate your response on the IBM answer sheet using the enclosed pencil.

1. I am presently teaching senior high school home economics

   A. yes
   B. no

2. I teach in a center that has a population of approximately

   A. under 1,000
   B. 1,000 - 5,000
   C. 6,000 - 15,000
   D. 16,000 - 50,000
   E. 51,000 - 150,000
   F. 150,000 plus

3. Age

   A. 21-25 years
   B. 26-30 years
   C. 31-35 years
   D. 36-40 years
   E. 41-50 years
   F. 51 plus years

4. Formal level of training

   A. 1 year
   B. 2 years
   C. 3 years
   D. 4 years
   E. 5 years
   F. 6 years

5. Teaching experience

   A. 1-3 years
   B. 4-6 years
   C. 7-9 years
   D. 10-12 years
   E. 13-15 years
   F. 16 plus years

6. I am presently teaching Modern Living

   A. yes
   B. no

7. I have taught Modern Living in the past

   A. yes
   B. no

8. My marital status is

   A. single
   B. engaged
   C. married
   D. divorced
   E. separated
   F. widowed

9. My religion is

   A. Catholic
   B. Protestant
   C. Jewish
   D. None
   E. Other

The following are to be answered only by those presently teaching Modern Living. Those who are not, please proceed to Attitude Scale and begin with blank no. 13 on the IBM answer sheet.

10. I feel that Modern Living is an important course for students.

   A. I agree a little
   B. I agree on the whole
   C. I agree very much
   D. I disagree a little
   E. I disagree on the whole
   F. I disagree very much

11. I enjoy teaching Modern Living

   A. I agree a little
   B. I agree on the whole
   C. I agree very much
   D. I disagree a little
   E. I disagree on the whole
   F. I disagree very much

12. I feel that my training is adequate for teaching Modern Living

   A. I agree a little
   B. I agree on the whole
   C. I agree very much
   D. I disagree a little
   E. I disagree on the whole
   F. I disagree very much

APPENDIX F

ROKEACH DOGMATISM SCALE

SECTION 2 - ATTITUDE SCALE

SECTION 2 - ATTITUDE SCALE

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement is your personal opinion. I have tried to cover many different and opposing points of view.

Beginning with No. 13 on the IBM answer sheet and using the enclosed pencil, please indicate how much you agree or disagree with each statement:

A. I agree a little
B. I agree on the whole
C. I agree very much
D. I disagree a little
E. I disagree on the whole
F. I disagree very much

13. The United States and Russia have just about nothing in common.....A B C D E F

14. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.....A B C D E F

15. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.....A B C D E F

16. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.....A B C D E F

17. Man on his own is a helpless and miserable creature.....A B C D E F

18. Fundamentally, the world we live in is a pretty lonesome place.....A B C D E F

19. Most people just don't give a "damn" for others...A B C D E F

20. I'd like it if I could find someone who would tell me how to solve my personal problems.....A B C D E F

21. It is only natural for a person to be rather fearful of the future.....A B C D E F

22. There is so much to be done and so little time to do it in.....A B C D E F

23. Once I get wound up in a heated discussion I just can't stop.....A B C D E F

24. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.....A B C D E F

25. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying....A B C D E F

A. I agree a little
B. I agree on the whole
C. I agree very much
D. I disagree a little
E. I disagree on the whole
F. I disagree very much

26. It is better to be a dead hero than to be a live coward.....A B C D E F

27. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven or Shakespeare.....A B C D E F

28. The main thing in life is for a person to want to do something important.....A B C D E F

29. If given the chance I would do something of great benefit to the world.....A B C D E F

30. In the history of mankind there have probably been just a handful of really great thinkers.....A B C D E F

31. There are a number of people I have come to hate because of the things they stand for.....A B C D E F

32. A man who does not believe in some great cause has not really lived.....A B C D E F

33. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.....A B C D E F

34. Of all the different philosophies which exist in this world there is probably only one which is correct.....A B C D E F

35. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.....A B C D E F

36. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.....A B C D E F

37. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.....A B C D E F

38. In times like these, a person must be pretty selfish if he considers primarily his own happiness.....A B C D E F

39. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.....A B C D E F

40. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp...A B C D E F

A. I agree a little
B. I agree on the whole
C. I agree very much
D. I disagree a little
E. I disagree on the whole
F. I disagree very much

41. A group which tolerates too much differences of opinion among its own members cannot exist for long.....A B C D E F

42. There are two kinds of people in this world: those who are for the truth and those who are against the truth.....A B C D E F

43. My blood boils whenever a person stubbornly refuses to admit he's wrong.....A B C D E F

44. A person who thinks primarily of his own happiness is beneath contempt.....A B C D E F

45. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.....A B C D E F

46. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.....A B C D E F

47. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.....A B C D E F

48. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.....A B C D E F

49. The present is all too often full of unhappiness. It is only the future that counts.....A B C D E F

50. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all".A B C D E F

51. Unfortunately, a good many people with whom I have discussed important social and moral problems don't understand what's going on.....A B C D E F

52. Most people just don't know what's good for them.....A B C D E F

APPENDIX G

ALLPORT-VERNON-LINDZEY STUDY OF VALUES

The Allport-Vernon-Lindzey Study of Values is a commercial instrument that can be obtained from the following address:

Thomas E. Nelson Company Ltd.

81 Curlew Drive

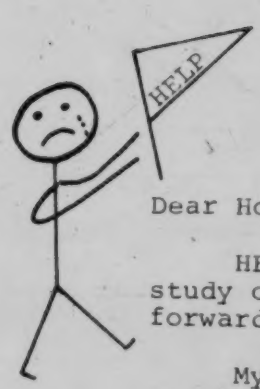
Don Mills, Ontario, M3A 2R1

APPENDIX H

REMINDER LETTER

403-432-3824

SCHOOL OF HOUSEHOLD ECONOMICS
THE UNIVERSITY OF ALBERTA • EDMONTON, CANADA T6G 2E2



Dear Home Economics Teacher:

HELP ! During the last week in April, I mailed a study on attitudes and values to you to complete and forward to me by return mail.

My Faculty Advisor is leaving at the end of May and I must have the studies at the Computer Center by Wednesday, May 14.

If you have not returned the study already, I would be very appreciative if you could put it into the mail before MONDAY, MAY 12.

If you have already returned the study, I would like to express my most gratifying thanks. I am indebted to you for your time and effort.

You will be able to see the results of this study in the Home Ec. News in the very near future.

Sincerely,

Maryanne Doherty
Maryanne Doherty
Graduate Student